

# SOAR<sup>TM</sup>

i n t o   a c t i o n !



## Leader's Guide

## A Communities That Care Presentation Kit

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### Minimum system requirements

- Windows® 98SE or Mac® OS 9
- CD drive
- 9 MB of hard disk space
- PowerPoint® Viewer 97 or later
- 64 MB of RAM

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## Important Notice

**Please read:** The photos in this presentation are of models. The models have no relation to the issues presented.

The trademarks, including registered trademarks, of the products mentioned in this presentation kit are the property of the respective trademark owners.

## Companion products

Your group presentation kit comes with a supply of folders that you can distribute to audience members. These will help community members continue to make skills, opportunities and recognition a part of their daily lives.

## PowerPoint® points

- This presentation is provided in a format for use with Microsoft® PowerPoint. For more about using PowerPoint, go to:  
**[www.microsoft.com/office/powerpoint](http://www.microsoft.com/office/powerpoint)**.
- The PowerPoint viewer can be downloaded from the Microsoft Web site at  
**[www.microsoft.com/downloads](http://www.microsoft.com/downloads)**.
  - To search for the download, type in “PowerPoint viewer” and click “Go.” This will bring you to a page listing all the latest versions of the PowerPoint viewer.
  - From the search results page, select the appropriate viewer for your operating system.
  - Download the viewer and follow the installation instructions provided.
- The PowerPoint viewer allows any user to deliver this presentation on computers that do not have PowerPoint installed on them. **To deliver the presentation**, you do not need the viewer if your computer has PowerPoint installed on it. **To add original slides**, you need the full version of PowerPoint, not just the viewer.


Note: Web pages and addresses change periodically. Visit the Microsoft home page or “download center” if the addresses listed above are no longer the most current.

## Using your presentation CD

### For use with a PC (running Windows):

1. Insert CD into CD drive.
2. Double-click on “My Computer.”
3. Double-click on the Compact Disc icon labeled SOAR\_Action, then open “WIN” folder.
4. Double-click on the SOAR\_Action.exe file.
5. Follow installation instructions.  
**Important:** Please note the location (“file path”) where your files will be installed. The installer program will suggest the files be placed in “C:\Program Files\SOAR.” (Or, you may choose a different location, if you wish.)  
When the installation is complete, click “OK.”
6. To locate the PowerPoint file:
  - Use the file path given in step 5 (either “C:\Program Files\SOAR” or the location you chose).
  - Use your PowerPoint application (choose “File,” then “Open,” and locate the PowerPoint file via the file path in step 5).
7. To run the presentation, double-click on the PowerPoint file.

### For use with a Mac:

1. Insert CD into CD drive.  
Double-click on the  icon.
2. Open “Mac” folder. Double-click on the SOAR\_Action file.
3. Follow installation instructions. To choose a folder to house the PowerPoint file, you can use:
  - an existing folder (highlight the folder and click “Choose”)
  - a new folder (click “New” and name the new folder; click “Create,” then click “Choose”).
4. To run the presentation, first double-click on the icon for either your PowerPoint viewer or PowerPoint application.
5. Select and open the PowerPoint file from your hard drive.

SOARAction\_45.pps is the 45-minute presentation.  
SOARAction\_30.pps is the 30-minute presentation.  
SOARAction\_15.pps is a 15-minute presentation.

See page 5 for helpful information about adding your own slides to the presentation.



# Adapting the presentation



This presentation, using every slide and activity, is designed to last about 45 minutes. On your CD, you will also find options for a 30- and a 15-minute presentation. These are only suggestions—you can add and delete slides as you see fit. Remember to take into consideration how this may change your time frames.

For further customizing, you may want to create slides of your own, with information relevant to your particular audience.



**30-minute presentation:** Slides 2-1 through 2-15 (No activities included.)

For added interactivity in the 30-minute presentation, you can use any Activities or Follow-Up Questions (see page 11) from slides not included in these presentations.



**15-minute presentation:** Slides 1-1 through 1-16 (Activity #1 included.)

## Presentation outline

- “The Social Development Strategy” (slides 1-1 through 1-16)—Providing skills, opportunities and recognition to promote bonding with youth
- “The *Communities That Care* system” (slides 2-1 through 2-15)—An overview of the system and how it operates

## Organization tip

You can determine which slides make up the 30- and 15-minute presentations by checking for the 30 and 15 icons on the slide pages. You may then want to highlight or tab the slide pages that have the icon—30 or 15—for the presentation length you have chosen.

### Note:

**The 15-, 30- and 45-minute time frames are approximate.** The actual time your presentation takes will depend on your presentation style and how much interaction you have with your audience.

This presentation may also be used to supplement your own training program. That is, you may choose to deliver this presentation by spreading it out over the course of several sessions. (See page 5 for ideas.)



## The flexibility of PowerPoint®

PowerPoint gives you the option of delivering your presentation in high-tech or no-tech formats:

- through a projector linked to a computer
- on paper printouts.

See the Web sites listed on page 3 to learn more about using PowerPoint.

## Adding your own slides

Some presenters may want to add their own slides to the presentation (to include local statistics, local contact information, etc.).

PowerPoint makes this easy. All you need to do is select “New Slide” and indicate where in the sequence of slides you want the new slide to be. This presentation is formatted so any new slide will have the same “look” as the other slides—same background, same font styles, etc.

### Technical tip for adding slides

To add slides, you must have the full PowerPoint application, not just the viewer. The presentation files must be installed on your hard drive (see instructions on page 3).

1. **Open your PowerPoint application first.** (Opening presentation files directly from your hard drive will **not** open the presentation in a way that allows you to add slides to it.)
2. Go to the File menu. Choose Open. Go to the location where you saved your presentation (see instructions on page 3) and double-click on the presentation file of your choice. The file will open in a way that allows you to add slides to it.
3. Select the “Slide Sorter” view from the View menu (or from the icons at the bottom).
4. Place the cursor where you want to insert the slide, and click. A black line will appear.
5. From the Insert menu, select “New Slide.”
6. Select the slide layout of your choice. Click “OK.” The new slide will appear in your Slide Sorter view.
7. Double-click on the new slide to open it.
8. Create your new slide by adding your own text and/or graphics and save!

# Learning the presentation

## Know your material.

- ✓ Read through the presentation.
- ✓ Pay special attention to the slides' contents and the Talking Points. Imagine yourself presenting the information.
- ✓ Write notes to yourself in the "Notes" section whenever there is more you will want to say about a slide.
- ✓ Consider adding slides of your own. For example, your slides could give specific information about your local community.
- ✓ Read through the presentation again, including any notes or new slides you have added.

## Rehearse, rehearse!

Once you know what you want to say, practice it "live." Ask a friend or colleague to sit in as your audience.

A practice session helps you:

- ✓ find rough spots and iron them out
- ✓ practice transitions between slides
- ✓ time the presentation
- ✓ overcome nervousness
- ✓ get feedback from a live audience.

You can also practice in front of a mirror.

## Develop your own presentation style.

- ✓ Be yourself. Don't try to imitate other presenters you've seen.
- ✓ Decide which points you want to emphasize (see page 12 of this guide). Practice delivering them with your personal style of enthusiasm.
- ✓ Try to think of an anecdote or a brief personal story you can share during your presentation. Remember to keep it short!

## Recruiting

- ✓ **Publicize**—develop a flier and send it out through the schools, parent-teacher organizations and/or community organizations. Create a press release for local media.
- ✓ **Make the presentation accessible**—find out what accommodations your presentation space offers for people with disabilities, such as wheelchair ramps or assistive listening devices. List these services when you publicize the presentation.
- ✓ **Offer child care and transportation**—these services can make the difference for many people.

Use the presenter's checklist on page 13 to help you prepare.

## Connect with your audience.

You should strive to make a personal connection with your audience. That means not reading from a script and not getting stuck behind a podium, if possible.

Think of your presentation as a conversation. Put things in your own words—the way you would say it, and the way your audience will best understand.

Avoid facing the screen and talking to it—talk to your audience.

## Know when to use humor.

Humor can help break the ice or keep your presentation lively—when it's appropriate. But when giving a presentation on a sensitive issue, humor may get in the way of your message. Even when humor is appropriate, avoid jokes that may offend.

## Move around.

For instance, when audience members are talking or during an activity, feel free to walk around the room. This helps break down any large space barriers between you and your audience, and can help people feel more comfortable with you.

## Show enthusiasm.

Choose appropriate moments to show your passion for your subject. It's especially important to show your enthusiasm at the beginning of the presentation.

Everyone is enthusiastic in his or her own way—show your way. It will help the audience connect with you.

## Make eye contact.

Eye contact is your best tool for keeping in touch with your audience. Eye contact should last for just a few seconds before shifting to other members of the audience.

Eye contact allows you to gauge your audience's reactions. It allows you to see who appears to be following the presentation well, and who might be confused.

**Making a personal connection can help you reach your audience.**



# Managing the presentation

## Encourage questions.

We suggest you leave time at the end of the presentation for questions. But you can also field questions during the presentation. Asking questions allows the audience to feel involved.

- ✓ Take questions from different members of the audience—don't focus on just a few.
- ✓ Repeat audience comments. Many people may not be able to hear soft voices.
- ✓ Try not to spend too much time on any one question.
- ✓ If you don't know the answer to a question, say so. (You may want to offer to find the answer at a later time, or direct the person to another source of information.)
- ✓ If you are pressed for time, or if your audience is a large group, ask people to hold questions until the end.
- ✓ If you receive a rude or inappropriate question, don't waste time on it. Ignore it, or say that you can discuss it with the questioner after the presentation.

Use page 12 of this guide to help you anticipate questions your audience may ask.

## Stay on schedule.

- ✓ Bring a watch or portable clock.
- ✓ Be prepared to start on time.
- ✓ Let your audience know about how long the presentation will be.
- ✓ Check the time occasionally to make sure you are on schedule (more or less).
- ✓ Try to keep an even pace—not too fast, not too slow.
- ✓ If you reach the end of your allotted time, assume you should stop. Some people may want to stay a while longer, but make sure the people who need to leave know they can go.

## Be sensitive to people with disabilities.

Keep in mind that not all disabilities are obvious. To accommodate common disabilities:

- ✓ Keep aisles clear for people using wheelchairs or walking aids to get through.
- ✓ Reserve the first row of seats for anyone who may need to sit up front to hear or see more clearly. Announce the availability of these seats before you begin.
- ✓ Face the audience. Avoid covering your mouth while speaking to help people who lip-read.
- ✓ Ask the audience to let you know if there are any other ways you can make the presentation more accessible.

## General reminders

- ✓ Find out what equipment you will be using for the presentation.
- ✓ Arrive early. Test the equipment to make sure it works.
- ✓ Tape cables and cords to the floor in areas where people will be walking (duct tape works well).
- ✓ Talk to someone who has used the equipment, if you feel unsure about it.
- ✓ Make sure the entire screen is visible to all.
- ✓ Test the lighting in the presentation room. Make sure it works well with the slides, without leaving you in complete darkness.
- ✓ Adjust the room temperature to a comfortable setting.
- ✓ Make sure there is enough seating for everyone.
- ✓ Know the locations of exits, restrooms, telephones and other items your audience may request.
- ✓ Remember to make enough copies of each activity and handout (pages 14-18). Use the “enlarge” function on the copier to make a few large-print handouts.

## Handling the slides

- ✓ Make sure the audience can see the slides at all times.
- ✓ Be sure to read the slides aloud. The slides may not be visible to some audience members, such as people with vision problems and people seated farther away. It will also help those with low literacy get more out of the presentation.
- ✓ Give the audience enough time to read each slide.
- ✓ Stop talking when you are ready to move from one slide to the next.
- ✓ When the new slide comes up, take a second to gather your thoughts before you start speaking.
- ✓ Make sure you know how to go back to a previous slide, in case you skip forward accidentally or an audience member asks to see a slide again.

**Use the presenter’s checklist on page 13 to help you prepare.**

*Remember to follow all conditions of the End-User License Agreement. If you copy any files from the CD to a remote computer in compliance with the License Agreement, be sure to delete them from that computer after you have finished your presentation.*

# How to use the slide pages

On each slide page, there are features that will help you during your presentation.



## Animation Icon

(for a computer-based presentation)

This icon lets you know that the slide has special animation. Images on the slide will move or appear according to a built-in timer.

## Slide Number

This tells you which slide you are viewing.

## A Mini-Slide

This shows you all the information that will appear on the slide.

## Presentation-Length Icons

These tell you which presentation(s) the slide belongs to.



## Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.) For slides that have this feature, the Talking Point for each slide item is labeled with a corresponding mouse-click icon.



## Talking Points

Our Talking Points give you an idea of what you can say about each slide.

The Talking Points are not intended as a “script” to memorize, but you can use them as a script, if you choose. In general, they serve as a guide. Exactly what you say should be tailored to your audience. You can highlight certain sections, or key words, for easy reference.

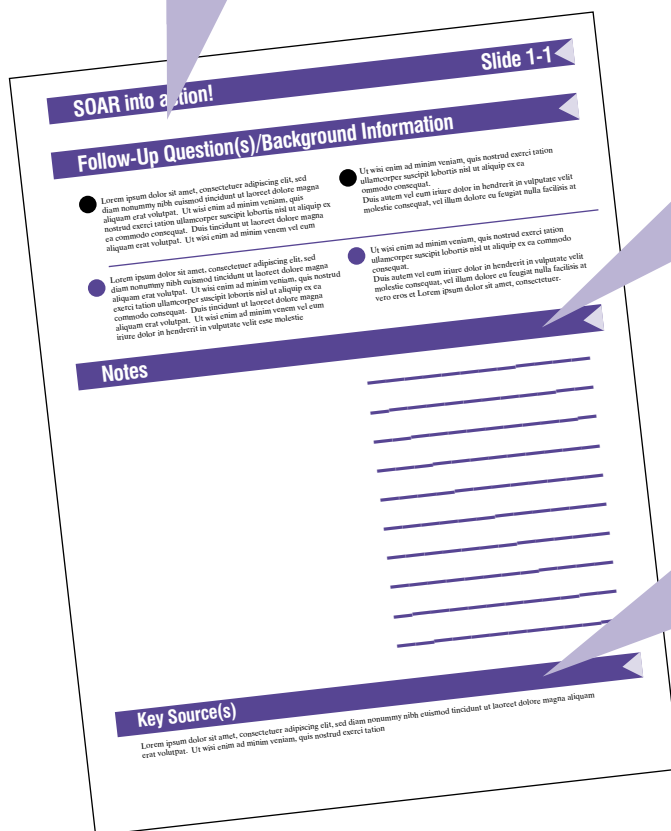


# How to use the slide pages

## Follow-Up Question(s)/Background Information

- Follow-Up Questions allow you to start a short discussion with the audience.
- Background Information teaches more about the topic.

Follow-Up Questions and Background Information do not accompany every slide. You can choose whether to use the Follow-Up Questions and Background Information as part of your presentation. They *will add time*, so plan accordingly.



## Notes

You may want to enhance the discussion of some slides with information that is relevant to your particular audience. Write this information in the Notes section, so that it is easily available to you during the presentation.

## Key Source(s)

This section shows you the major source, or sources, we have used for the slide copy, Talking Points, or Background Information.

## Other headings you might see

**Instructions:** Some slides have simple instructions, often having to do with a slide that is revealed part by part.

**How to Do This Activity:** This section instructs you on how to manage the activity built into the presentation.

## 3 key points

In general, your audience will remember the ideas you emphasize most. Pick 3 key points from your presentation that you want every member of your audience to remember. You can think of these as learning objectives for your audience.

Write them below. Then, really work to make these ideas come alive during your presentation!

**Key point 1** \_\_\_\_\_

Highlight during slide(s) \_\_\_\_\_

**Key point 2** \_\_\_\_\_

Highlight during slide(s) \_\_\_\_\_

**Key point 3** \_\_\_\_\_

Highlight during slide(s) \_\_\_\_\_

## What questions will be asked?

Try to forecast questions your audience may ask you. Glance through the presentation slide by slide, and see what questions seem to follow naturally. Write a few of these below. Then, think about how you can answer these questions.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Presenter's checklist

Have I read through the presentation?

YES

NO

Have I rehearsed the presentation?

YES

NO

How much time do I have for the presentation?

What time should I arrive to get set up properly?

About how many people will be attending?

Do I know exactly where the presentation will take place?

YES

NO

Have I tested the presentation equipment to make sure it works?

YES

NO

Have I chosen main points to emphasize during the presentation?

YES

NO

Have I thought about questions the audience might ask?

YES

NO

Do I have all presentation materials?

☐

presentation kit

☐

enough copies of each handout

☐

companion folders to distribute to audience members



# Presentation evaluation

1. What was the most informative part of the presentation?

☐ Social Development Strategy

☐ overview of the *Communities That Care* system

2. Was there anything that you thought was not helpful? Please explain.

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3. Please offer suggestions for improving the presentation.

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4. Will you do anything differently as a result of what you have learned in this presentation?

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5. Do you have any other thoughts you'd like to share about the presentation?

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6. What other topics would you be interested in, related to our community's prevention efforts?

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7. I am a ☐ parent ☐ teacher ☐ community leader

☐ other (please explain)\_\_\_\_\_

## Activity #1: SOAR into action! (slide 1-1)

Please answer each question when asked to do so by the presenter. Do not answer all the questions at once.

1. List the first names of three young people you interact with on a regular basis.

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2. What are some opportunities you can provide to the young people you listed?

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3. What are some skills that these young people will need to be successful?

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4. What are some types of recognition you can provide for successful involvement?

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5. What are some healthy beliefs and clear standards you can share with these young people?

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# Handout

## Risk factor definitions for the *Communities That Care* prevention planning system

Give a copy of this page to each member of the audience.

### Community Domain

**Availability of drugs**—The availability of alcohol and other drugs is related to a higher risk of alcohol and other drug use and violence among adolescents.

**Availability of firearms**—The availability of firearms is related to a higher risk of delinquency and violence among adolescents.

**Community laws and norms favorable toward drug use, firearms, and crime**—Communities where laws or standards pertaining to drug use, firearms and crime are favorable or unclear have higher rates of youth alcohol and other drug use, violence and delinquency.

**Media portrayals of violence**—Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior.

**Transitions and mobility**—When children move from elementary school to middle school, or from middle school to high school, significant increases in drug use, dropping out of school and antisocial behavior may occur. Communities with high rates of mobility appear to be linked to an increased risk of drug and crime problems.

**Low neighborhood attachment and community disorganization**—Neighborhoods where residents report low levels of bonding to the neighborhood have higher rates of juvenile crime, violence and drug use.

**Extreme economic deprivation**—Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with alcohol and other drug use, delinquency, teen pregnancy and dropping out of school. They are also more likely to engage in violence toward others during adolescence and adulthood.

### Family Domain

**Family history of the problem behavior**—In families with a history of alcohol or other drug addictions, delinquency, teen pregnancy, school drop-out and violence, young people are at increased risk for similar behavioral problems.

**Family management problems**—These include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children; and excessively severe, harsh or inconsistent punishment. Children exposed to these family management practices are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

**Family conflict**—Children raised in families high in conflict are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

**Favorable parental attitudes and involvement in the problem behavior**—Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.



## Risk factor definitions (continued)

Give a copy of this page to each member of the audience.

### School Domain

**Academic failure beginning in late elementary school**—Beginning in the late elementary grades, children who fall behind academically are at greater risk of alcohol and other drug abuse, school drop-out, teen pregnancy, violence and delinquency.

**Lack of commitment to school**—Lack of commitment to school means the child no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

### Peer and Individual Domain

**Early and persistent antisocial behavior**—Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school and getting into fights with other children, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

**Rebelliousness**—Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school.

**Friends who engage in the problem behavior**—Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors.

**Gang involvement**—Research has shown that children who have delinquent friends are more likely to use alcohol or other drugs and to engage in delinquent or violent behavior than children who do not have delinquent friends. Gang members, however, are even more likely to exhibit these problem behaviors.

**Favorable attitudes toward the problem behavior**—During the middle school years, children's earlier anti-drug, anti-crime attitudes begin to shift toward an acceptance of problem behaviors. This increases their risk of engaging in those behaviors.

**Early initiation of the problem behavior**—The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective problem behavior.

**Constitutional factors**—These factors include thrill-seeking, excessive risk-taking and lack of impulse control, and appear to increase the risk of drug use, delinquency and/or violent behavior.





# SOAR into action!


The slide pages begin here. For each slide, you'll find:

- Talking Points
- Notes section

Many slide pages also include Key Source(s), Follow-Up Question(s) and Background Information sections.

For the full 45-minute presentation, open the file named SOARAction\_45.pps. Use every slide. (In this guide, each slide has the  icon.)

For a 30-minute presentation on the *Communities That Care* system, open the file named SOARAction\_30.pps. Use slides that have the  icon, as indicated by the slide pages of this guide.

For a 15-minute presentation on the Social Development Strategy, open the file named SOARAction\_15.pps. Use slides that have the  icon, as indicated by the slide pages of this guide.



## Animation Icon

*(for a computer-based presentation)*

This icon lets you know that the slide has special animation.

Images on the slide will move or appear according to a built-in timer.



## Mouse-Click Icon

*(for a computer-based presentation)*

The mouse-click icon shows you what information will come up on the slide when you click.

(Some slides use several clicks.)

**SOAR into action!**

## Notes

[illegible]

# SOAR™

i n t o   a c t i o n !



Part One

A  
Communities That Care  
Presentation Kit



## Slide 1-1

45



15



## Talking Points



*Continue while automatic slide show runs.*

I want to tell you a story about a young girl who didn't have a lot of the advantages that most of us take for granted. When she was only 19 months old, she was stricken with a disease that left her deaf and blind, and she didn't receive any education until she was 7 years old. But she went on to graduate from Radcliffe College with honors, travel the world and write a dozen books. Many of you may have figured out that the woman I'm talking about is Helen Keller, and the key influence in her success was a woman named Anne Sullivan.

Anne Sullivan gave Helen Keller the opportunity to learn what other children learned. She taught her the skills to read Braille and learn how to speak. She encouraged her efforts and recognized her successes. Helen Keller's achievements were made possible, in part, because of the attached bond she had with Anne Sullivan.

This is an extraordinary story, but the elements that made it possible are actually very simple. In fact, I imagine that every person in this room has had a similar bond with someone in their lives.

Now I want you to think back to your own childhood. Do you remember an adult who took a special interest in helping you to be the best you could be by giving you an opportunity to do something meaningful? Someone who taught you skills that you needed to succeed and took time to recognize you for your successes?



## ● Talking Points continued

It can be anyone from the boss who gave you some extra responsibilities on your first job to the coach who gave you the opportunity to play in a big game. Who was this person? Why do you remember them today?

*Ask a few participants to share their stories.*

As you can see, opportunities, skills and recognition are everywhere in our community. Having a positive impact on a young person's life doesn't require hours of mentoring or expensive programs—it just requires each of us to notice the young people around us and see them as the future adults of our community.

Now think of three young people in our community that you interact with regularly. They may be your own children or grandchildren, neighbors, employees or co-workers, or even the young person who delivers your newspaper.

## How to Do This Activity

*Give each audience member a copy of the handout for the “SOAR into action!” activity on page 15 and ask them to answer the first question only. (Let audience members know that they should not answer all of the questions at this time.)*

*Emphasize that the handout is not a test and that audience members will not be asked to return the handout—it's theirs to keep. Let audience members know that they'll have a chance to share their answers at the end of the presentation if they wish.*

## Follow-Up Question(s)/Background Information

- What do you see young people doing (or not doing) in our community that has you concerned enough to be here tonight?

*Try to have participants be specific with their answers, such as, “I see young people hanging out and being disrespectful to people who pass by.”*



### Talking Points

Our community is already investing in the positive development of our young people through the *Communities That Care* system.

*Name the people involved in your Communities That Care effort, including the names of Key Leaders and Community Board members that the audience will recognize, and describe the work they have done to date.*

Using the *Communities That Care* system, we are working to identify risk and protective factors for adolescent problem behaviors. These problem behaviors include substance use, delinquency, teen pregnancy, dropping out of school and violence.

- We're collecting information from our young people about what puts them at risk for these problem behaviors and what helps protect them.
- We're identifying existing effective resources in our community, and filling any gaps in those resources with programs that are proven to help prevent problem behaviors. In other words, we're getting the most from our investments and the best for our kids.
- We're also evaluating progress toward reaching our goals and making needed changes along the way.

We can all help support this effort by what we do every day. Starting now, we have an opportunity to help our young people in the same way that we were helped—and make our community stronger as well.

## Background Information

- Risk factors are conditions that increase the likelihood that children will become involved in problem behaviors, such as substance use and violence, during adolescence and young adulthood. The *Communities That Care* model includes 20 risk factors (such as the availability of drugs and a lack of commitment to school) identified by Dr. J. David Hawkins and Dr. Richard F. Catalano through a review of more than 30 years of research. The 20 risk factors are found in four domains: community, family, school, and peer and individual.
- Protective factors are elements that buffer children from the effects of risk exposure. Enhancing protective factors helps communities promote positive youth development, even in the face of risk.
- The *Communities That Care* system is grounded in the best research from the wide variety of fields that have contributed to prevention science. These fields include medicine, public health, sociology, psychology, education, social work and criminology.

## Notes

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## Key Source(s)

Hawkins, J. D., Catalano, R. F., Barnard, K. E., Gottfredson, G. D., Holmes, A. B., IV, Miller, J. Y., et al. (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.

Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York: Cambridge University Press.

## Slide 1-3

45



15



Bonding is the key!

## Talking Points

Think about the three young people you listed on your activity sheet. Now take a moment to imagine each of them 20 years from now.



*Pause.*

These same young people are the future adults of our community. They will be our neighbors, our co-workers, the plumbers, the politicians and the teachers of our grandchildren. They'll pay our Social Security benefits and stand next to us in the voting booth. They may even be our sons- or daughters-in-law. Our interaction with these children will help determine the types of adults they will become. **So how can we make a positive difference in the lives of these children?**

**The key is bonding! This is the same kind of special relationship you just described from your own childhood.**

A child who is bonded to an adult is more likely to follow the standards and expectations held by that adult.

**What's so great about bonding is that it takes just one person to help a child!** This is true whether you're a parent, an extended family member, a neighbor, a teacher or a member of a faith community. **As community members, we can make a positive difference in the lives of our community's young people the moment we walk out the door!**

## Background Information

- This may be a good point at which to find out the nature of your audience. Is your audience made up mostly of parents, educators, business owners or some other group of community members? Knowing this can help shape your presentation by using the Background Information sections provided. For example, if your audience has a number of parents or grandparents, you can use the background information that includes examples for families. This can help to better focus your presentation on the needs of your audience.

## Notes

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## Key Source(s)

- Hawkins, J. D., Catalano, R. F., Barnard, K. E., Gottfredson, G. D., Holmes, A. B., IV, Miller, J. Y., et al. (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.
- Hawkins, J. D. (1999). Preventing crime and violence through Communities That Care. *European Journal on Criminal Policy and Research*, 7, 443-458.

## Slide 1-4

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## Talking Points

Bonding is a protective factor. You can think of protective factors as a shield around a child that helps protect him or her from the effects of risk factors. **As you know, children are exposed to risks that can keep them from reaching their potential.**



*Continue while automatic slide show runs.*

Risks for children occur in families, schools and communities, and in relationships with their peers. In other words, children face risks every day. Some children exposed to these unhealthy circumstances become involved in substance use, commit delinquent or violent acts, or drop out of school. Yet other children in similar situations don't develop problem behaviors. Why is this the case?

The answer is simple—it's you! Studies show that even children in tough surroundings can grow up and have success if they are bonded to a caring, responsible adult who has healthy beliefs and clear standards for behavior. **When this happens, children are more likely to be successful in life!**

Once again, think of that adult who took a special interest in helping you to be the best you could be. Do you remember a time when you didn't do something you knew was wrong or unhealthy because you were afraid of upsetting this important person in your life?

*Ask a few participants to share their stories.*

Times may have changed, but the importance of bonding hasn't. The power to shape the young people in our community is in your hands.



## Key Source(s)

Hawkins, J. D., Catalano, R. F., Barnard, K. E., Gottfredson, G. D., Holmes, A. B., IV, Miller, J. Y., et al. (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.

Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York: Cambridge University Press.



## Talking Points

We know bonding is effective because it's been proven to work. Earlier, I talked a bit about the *Communities That Care* system and some of the people in our community who are involved. The *Communities That Care* system is grounded in rigorous research from a variety of fields. The Social Development Strategy was developed to organize the research on healthy youth development.

**The Social Development Strategy promotes healthy behavior in our community's children so they can become healthy, productive, contributing members of our community.**

Let's take a look at the slide—it shows how the Social Development Strategy works, including all the elements that must be present for bonding to develop.

Healthy behaviors develop when young people are surrounded by healthy beliefs and clear standards. Kids are motivated to follow the standards you set for their behavior if they feel attached and committed to you—in other words, if they've bonded to you. Bonding develops by:

- providing meaningful opportunities
- teaching the skills needed to succeed
- recognizing children for their contributions.

**It's that simple! So the million-dollar question is: How do we make bonding with our community's young people a part of everyday life?**

## Background Information

- Three individual characteristics influence how children experience bonding: a prosocial (a positive social) orientation, a resilient temperament and high intelligence. While these are an important part of the Social Development Strategy (SDS), you should keep the presentation focused on ways that participants can provide daily opportunities, skills and recognition for young people regardless of their individual characteristics.
- Dr. J. David Hawkins and Dr. Richard F. Catalano developed the SDS to provide a road map, or framework, for helping adults develop a community's young people into healthy, positive adults.

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## Key Source(s)

- Hawkins, J. D., Catalano, R. F., Barnard, K. E., Gottfredson, G. D., Holmes, A. B., IV, Miller, J. Y., et al. (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.
- Hawkins, J. D. (1999). Preventing crime and violence through Communities That Care. *European Journal on Criminal Policy and Research*, 7, 443-458.

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### How does bonding develop?

SOAR

- Skills
- Opportunities and
- Recognition



## Talking Points

Here's the million-dollar answer:

1

**First, we need to provide young people with opportunities that are age-appropriate.** Young people need to be involved with and contribute to their families, schools and communities—in meaningful ways!

2

**Next, we need to provide skills.** When we give children opportunities, we also need to make sure they have the skills necessary to be successful.

3

**The final part of bonding is recognition.** When we give young people opportunities and the skills to be successful, we then need to make sure that they are recognized for their effort, progress and accomplishments.

Working these ideas into our everyday lives helps build a community that supports and protects our young people.

## Background Information

- If participants are still skeptical or unsure that the Social Development Strategy explains how young people develop healthy behaviors, consider explaining the SDS in terms of how young people can also develop *unhealthy* behaviors. Use the example of gangs:
  - Gangs provide meaningful opportunities for involvement.
  - They teach the skills to be successful in that involvement.
  - They recognize members for contributions.
  - Children are bonded to gangs. (They call them “family”!)
- Determine whether there are audience members who do not interact with young people on a daily basis, such as people who are retired or work irregular hours. Suggest that they tell other adults who do interact with young people regularly about the Social Development Strategy.

The result is that gangs are successful in shaping the unhealthy behavior of the young people they recruit.

## Notes

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## Key Source(s)

- Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York: Cambridge University Press.
- Kellam, S. G., & Rebok, G. W. (1992). Building developmental and etiological theory through epidemiologically based preventive intervention trials. In J. McCord & R. E. Tremblay (Eds.), *Preventing antisocial behavior: Interventions from birth through adolescence* (pp. 162-195). New York: Guilford.



### Talking Points

**We want our young people to feel valued. And to do that we need to provide them with meaningful opportunities for involvement.**

**Meaningful opportunities don't need to be grand gestures—they're everyday things you can do to make the young people in our community feel that they are an indispensable part of their families, schools and community.** They need to feel that they make a difference and that their families, schools and community would not be the same without them. The message that we need to convey to young people is, "You have an important role to play."

Unfortunately, in many communities, the opposite is true. Young people not only don't feel valuable, they feel they're seen as a threat or, at the very least, a nuisance. **We shouldn't be surprised when these young people don't feel bonded to the community.**

Now think about the children you see walking in your neighborhood or the teenager who works for you part-time. Do these young people feel that they have an important role to play? Do you give them opportunities to be involved in meaningful ways?

*Take a few responses before moving on.*

Now let's look at some practical ways that you can provide opportunities, skills and recognition to the young people in our community.



## Notes

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## Slide 1-8

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## Talking Points

**Opportunities exist everywhere in our community**—in families and schools, on jobs and in our neighborhoods. Once again, think of that adult who took a special interest in helping you to be the best you could be. What was the opportunity he or she gave you?

*Take a few responses before moving on.*



*Continue while automatic slide show of examples runs.*

Take a look at the slide. These are three examples of opportunities that let young people know that they're needed. There are a number of different opportunities you can provide to young people of all ages, no matter how you interact with them every day.

*Use examples on the next page that are applicable to your audience. If you have a general audience, use several examples.*

There are three important things to keep in mind when providing opportunities: they need to be age-appropriate, fit a young person's abilities (and should fit his or her interests), and clearly show a young person how he or she is valuable. How do you think you can better provide opportunities that will help our young people feel like they are more a part of our community?

*Have participants continue the "SOAR into action!" activity by answering the second question on providing opportunities for the young people they identified in the first question. Have a few participants share their answers before moving on.*

## Background Information

- Some examples of opportunities that families can provide to young people include:
  - Answering the telephone and taking messages during certain times of the day.
  - Preparing meals (for younger children), or making dinner one night a week (for older children).
  - Deciding which brands are the best value when grocery shopping.
  - Helping to figure out ways to reduce the electricity and water bills.
  - Helping to research family purchases, such as a new television.
- Some examples of opportunities that teachers provide their students include:
  - Having students prepare the classroom each morning by washing blackboards, passing out materials or straightening up the room.
  - Having students plan and teach (or help to teach) part of a class on a subject they enjoy.
  - Having students help set up, run or take care of classroom equipment used daily, such as a slide or overhead projector, or a computer.
- Some examples of opportunities that business owners or managers can provide young people include:
  - Talking to young employees about their interests and how they feel they can contribute to your business, then looking to provide opportunities based on their input. For example, if you employ a youth who has an interest in math, provide him or her with the opportunity to help you count up the receipts every night or help with other daily store finances.
  - Giving young employees more responsibilities, such as handling mail or sending and receiving letters and packages.
  - Giving young employees opportunities to give their opinions, such as how to make a display more attractive, new products or services to offer, or ways to appeal to young buyers.
- Go over additional community roles that can provide opportunities. For example:
  - Coaches can provide players with opportunities to take care of team equipment or help lead some training exercises.

## Notes

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## Slide 1-9

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"My dad taught me how to spend my money carefully and to pick out clothes that are OK for school."

"My neighbor taught me how to feed and walk her dog, and lock up her house."

"Coach Banks helped teach me how to communicate my ideas clearly."



What skills will young people need?



## Talking Points

What would happen if I gave you the opportunity to perform brain surgery? Does anyone here have the skills required?

*Pause.*

**Opportunities are only one element in bonding. Without the proper skills, people won't be able to do a good job or be very motivated to try again. That's why when you give opportunities to a young person, you also need to provide him or her with the skills to be successful.**

For example, think back to the opportunity you were given when you were young. What specific skills were you taught in order to be successful with that opportunity?

*Take a few responses before moving on.*



*Continue while automatic slide show of examples runs.*

Of course, the skills needed depend on the opportunities you're providing. On the slide are the skills that an adult would provide for the opportunities we just went over. When providing opportunities, ask yourself, "What are the skills this young person will need to be successful at this task?"

*Go over the Background Information on the following page about teaching skills.*

## ● Talking Points continued

**All opportunities require appropriate skills to ensure that a young person is successful.** Think about the opportunities that you're going to provide the young people in our community. What skills will you need to provide in order to ensure their success?

*Have participants continue the "SOAR into action!" activity by answering the third question on providing skills for the opportunities they identified in the second question. Have a few participants share their answers before moving on.*

## Background Information

- The clearer and more detailed an adult's instructions are when teaching skills, the greater the likelihood that the youth will be successful with the opportunity. Some skills may be very specific. For example, a business owner may have a particular way of handling deliveries. If this is the case, the owner would need to clearly explain the particulars of how he or she would like the employee to handle the task.
- Adults should not assume that a child has certain skills. Even if the skill seems simple to them, it may not be simple to the child. For example, the skills necessary to answer the telephone and take messages may seem self-explanatory, but if the child is young and has never done the task, he or she may not ask for or take down the correct information.

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### Teach skills the right way.

SOAR

- Motivate the young person to want to learn the skill.
- Explain the skill.
- Break it into small steps.
- Model each step.
- Practice.
- Offer positive feedback.



## ● Talking Points

**No matter what skill you're teaching, it's good to have a plan for how to teach it. Here's one plan that may work for you. Let's say that you're going to provide an opportunity for your daughter to help decide which television to buy for your family.**



First, motivate your daughter to want to learn the skill. Tell her why the skill is important and how learning it correctly (and succeeding at the opportunity) will be a big help.



Next, explain the skill. Be clear on how the skill will help her succeed with the job at hand.



Break the skill into smaller steps. For example, show your daughter how to find the best consumer Web sites and magazines, and how to organize her research.



Show your daughter a few places to look for the information she'll need.



Help your daughter practice navigating a few Web sites.



Focus on what your daughter does well. Praise her for what she does right and offer advice on tasks that she's having trouble with.

*Go over the points on the following page about teaching skills.*



## Background Information

- Explain to participants that it may not be possible to teach some skills in the exact step-by-step manner shown on the slide.

For example, one of the best opportunities for participants is to get to know their neighbors and talk with their neighbor's children. They can get to know the children's names and ask questions about their interests, how they're doing in school and their goals for the future. Doing this provides young people with the opportunity to explain who they are and what's important in their lives.

Yet this opportunity may not require the first three steps on the slide.

However, the participant would still be able to: model effective communication skills when speaking to the young person; give the young person an opportunity to practice effective communication; offer positive feedback on the way the young person communicated ("Wow, that's an interesting story!"); and discuss how to use the skill in other situations.

- It's important to discuss how learning a new skill can have an impact on other situations. For example, the skills learned when helping to research a new television for the family can be used when doing research for a school project.

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## Slide 1-11

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### Talking Points

Recognition is where opportunities and skills pay off! Recognition provides young people with the motivation to continue to perform. **If a child has an opportunity to be involved, learns the skills and takes advantage of the opportunity, but isn't recognized, he or she will be less likely to sign up for a repeat performance.**

Once again, think of the opportunity and skills you were given when you were young. What type of recognition were you given when you were successful? Did you like being recognized in that way? Would you have preferred to be recognized in another way?

*Take a few responses before moving on.*



*Continue while automatic slide show of examples runs.*

**Different people like different kinds of recognition. Some young people like to be recognized publicly. Others may prefer to hear you make a positive comment about them to a third person. In order for recognition to work, it needs to be seen as a positive experience by the individual child.**

The slide shows some ways that an adult would provide recognition to a young person who successfully took advantage of the opportunities we've gone over.

*Work the Background Information about providing recognition on the following page into your presentation.*

## Talking Points continued

Now think about the young people you've identified. What are their likes and dislikes? What types of recognition can you provide them?

*Have participants continue the "SOAR into action!" activity by answering the fourth question on providing recognition for successful involvement for the young people they identified in the first question. Have a few participants share their answers before moving on.*

## Background Information

- If participants are having trouble understanding why recognition needs to meet a person's specific needs, try providing the following example:

Let's say that you have been given the opportunity to take on some additional responsibilities at work. You're taught the needed skills and you're successful. Would you prefer tickets to a professional sporting event, a gift certificate to a nice restaurant or having your name mentioned at the company's annual meeting as a form of recognition?

*Point out to participants that children have preferences for different types of recognition just as adults do.*

- There are two important things participants need to remember about recognition:
  - A child needs to feel that someone is paying attention to what he or she is doing.
  - A child needs to feel that he or she is being appreciated for his or her involvement.

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### Make recognition about being positive.

SOAR

- Recognize specific behaviors.
- Focus on the positive.
- Be sincere.
- Praise effort, progress and achievement.



## Talking Points

**Tell kids what they do well!** For example, let's say you've given a child the opportunity to budget some of her money to help buy the new skateboard she wants. You've taught her the skills to be successful and she's done a great job. Keep these points in mind:



**Recognize specific behaviors.** Don't just say, "Great job!" Instead, say, "You did a great job of saving your money this month. You even had some extra money left over!"



**Focus on the positive.** Maybe one month she had a little less money than she thought, but she still managed to come close to her goal. Learning new skills can be challenging. Providing tips for how to do better next time and reinforcing what a child does correctly is the best way to encourage him or her to keep practicing and mastering new skills—and is much more effective than focusing on mistakes.



**Be sincere with your praise.** Be clear and consistent with your feelings.



**Give praise for effort (trying to complete an assignment or trying a new skill), for progress (doing better than before) and for achievement.** Your child's efforts to learn and develop skills are as important as the eventual mastery of those skills.

*Let participants know that this is just an example—these tips can apply to giving recognition to any of the youth they interact with in the community.*

## Background Information

- Remind participants that even if they do not have a lot of interaction with young people, they can pass along what they have learned in this presentation to neighbors, relatives who have children of their own, or local business owners or managers.

The more people in a community who know how to make the Social Development Strategy a part of their lives, the more protected young people will be from problem behaviors.

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## Promote the life you want for your youth!



Families and relatives can:

- model healthy behaviors



- meet with the family to set standards for behavior



- support involvement in healthy activities.



## Talking Points

As I mentioned earlier, bonding gives children the motivation to live according to the standards that we ourselves should follow—and those we want the youth in our community to live by.

Sharing healthy beliefs and setting clear guidelines for behavior help children make healthy choices in a complicated world. Let's look at some examples of how this can be done with young people in your family.



**Practice what you preach! Make your own behavior consistent with the clear standards you want for our community's young people.**

This is an effective way of clearly showing your children the standards you find acceptable. For example, by limiting your own alcohol intake and not using illegal drugs, you're sending a clear message of what behavior you find acceptable.



**Hold family meetings to discuss healthy beliefs and clear standards.** Remember to be clear about the behaviors you find acceptable and those you do not. For example, explain appropriate ways to solve conflicts and why you feel that violence is not acceptable.



**Encourage your child to participate in activities that promote healthy beliefs and clear standards.** These activities may be at school, such as sports or clubs, or in the community, such as volunteer work or helping out with alcohol-free events.



## Follow-Up Question(s)/Background Information

- What are some healthy beliefs and clear standards you share with your own children?

*If there are parents in the audience, try to get them to share examples from their own household. If participants cannot think of any, or are reluctant to answer, provide the following examples:*

- *Show your child the appropriate way to express opinions while also listening to others.*

- *Treat people in the community with respect and understanding, even those you have a disagreement with. This also includes using good manners when interacting with others.*
- *Vote on town or city propositions and in elections, to show that you care about your community's leadership and policies.*

- Explain to participants that as their community has become more complex and more diverse, and as children's exposure to the world has expanded, it has become more important (and more difficult) to ensure that a consistent set of expectations and standards for

children is in place. As adults, participants have to work harder at this than previous generations did. But research shows that these healthy beliefs and clear standards are an important protective factor that buffers children from risks they are exposed to.

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## Key Source(s)

Hawkins, J. D., Catalano, R. F., Barnard, K. E., Gottfredson, G. D., Holmes, A. B., IV, Miller, J. Y., et al. (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.

Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York: Cambridge University Press.

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### Healthy beliefs and clear standards are for everyone!



- Teachers can set clear guidelines for behavior.



- Neighbors and other community members can keep messages consistent.



## Talking Points

Everyone in the community needs to promote healthy beliefs and clear standards for youth. Even if you can't reduce all of the risks in children's lives, you can still build a protective shield to help them withstand those risks.



### **Schools can set clear guidelines for behavior in many ways.**

Teachers and school officials can review standards for behavior and agree to announce and enforce them consistently. These standards could include rules against drug use, bullying and violence, or policies about taking care of school property. School officials can also meet with parents, teachers and students to discuss and help set policies.



### **Everyone in the community can promote healthy beliefs and clear standards.**

For example, you can help organize an effort to clean up litter in your neighborhood, or plant and maintain areas such as flower beds at your local park or playground. You can form neighborhood watch groups and have the youth in your neighborhood help out. You can also organize and support healthy youth activities. For example, you can throw a neighborhood cookout that has an alcohol-free theme.

- *Enforce rules for purchases at a business that you own or work at. For example, if you own or work at a store that rents videos or games, be sure that young people do not rent ones that have inappropriate content.*

## Notes

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### ● Talking Points

*Have participants continue the “SOAR into action!” activity by answering the fifth question on sharing healthy beliefs and clear standards. Ask that participants take a minute to look over all of their answers when they’re finished.*

Our presentation is almost done. I want to thank all of you for your attention and participation. You all deserve a round of applause. Give yourselves a hand.

*Lead the applause.*

Now I’d like to ask you a question. There’s an important resource in our community that can help our young people become the healthy adults we want them to be. This resource has been in our community for years, is effective and doesn’t cost a dime. Do you know what this resource is?

**That’s right, this resource is YOU!** The three young people you listed on your activity handout are just a few examples of the young people you can provide with opportunities, skills and recognition. Each person in this room has the power to help make our community a healthier place, and now we know how!

**Remember, just as young people need time to develop their skills, we need practice, too. Try to provide opportunities, skills and recognition as often as you can. The more you do, the better you’ll connect with the young people you meet.**

## Notes

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### Talking Points

The quote on the slide is one you may have heard before. In fact, it's a quote heard often during the *Communities That Care* effort. It's used for two reasons: first, because it's true; and second, because it seems simple, but it says so much.

We all have busy schedules with a lot of commitments, and the thought of “changing the world” might seem like it's too big a responsibility. But let me ask you this: Do you think that Anne Sullivan was trying to change the world when she helped Helen Keller? How about that special adult you remember giving you opportunities, skills and recognition when you were young?

*Take a few responses before moving on.*



→ *Continue while automatic slide show of examples runs.*

If all of us help make our community a place where opportunities, skills and recognition are provided, we really are helping to change the world—we're just doing it one young person at a time! It doesn't require huge amounts of money, effort or time—it just requires all of us making that little difference every day!



## ● Talking Points continued

How many of you want the children in our community to become the healthy, responsible adults we know they can be?

*Ask participants to raise their hands.*

How many of you are going to provide opportunities, skills and recognition to the children in our community, while also promoting healthy beliefs and clear standards?

*Ask participants to raise their hands again.*

Once again, think about that person who gave you the opportunities, skills and recognition you needed to become the adult you are today. Think of the difference he or she made in your life and to your success. And remember that you have power to do the same for the young people in your life today.

I want to thank each of you for taking some time to see how you can help our community's youth and make our community's future brighter. Now let's go out and put what we've learned here into action!

*At the close of the presentation, take as many questions as you have time for. Give as many audience members a chance to speak as you can. Don't let one person dominate the question-and-answer time. If you don't know the answer to a question, say so. (You may want to offer to find the answer at a later time, or direct the person to another source of information.)*

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**SOAR into action!**

► **Notes**

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